



Policy for
Relationship, Sex and Health Education

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Related Documents: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/keeping-children-safe-in-education)
[Health for Kids | A fun and interactive resource for learning about health](https://www.gov.uk/government/collections/health-for-kids)
[Relationships \(and sex\) education and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/relationships-and-sex-education)

References:

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Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 6 core values:

- **Family and Community.**
- **Trustworthy.**
- **Inspiring.**
- **Unique.**
- **Creative.**
- **Aspirational.**

Purpose

The RSHE policy is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values.

Scope

This policy applies to all schools within the Edukos Trust. Each school will adapt the policy accordingly, supporting their individual needs.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Relationships, Sex and Health Education is applied across the Trust.

The governing board will be responsible for ensuring that the policy is implemented.

The **Head Teachers** are responsible for ensuring that staff adhere to this policy and procedure. The headteacher and RSHE leader are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSHE.

The RSHE leader and working party will support staff, children and parents throughout the teaching and understanding of the RSHE policy.

Employees are responsible for,

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Children are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines.
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged.

1. Aims

Relationships, Sex and Health Education (RSHE) and Personal Social Health and Citizenship Education (PSHCE)

We believe it is important that we equip the children at our schools with the skills and qualities to become good citizens and to thrive as a member of society. The RSHE/PSHCE policy reflects the ethos of the Schools, offering our children a breadth of opportunities that will encourage them to develop the self-awareness, positive self-esteem and confidence to:

- Feel comfortable and confident to talk and be heard.
- Be safe online.
- Understand and maintain healthy and happy relationships.
- Know who they can trust and report to.
- Think positively – **HEALTHY MIND, HEALTHY BODY!**
- Recognise and respect their own and others' abilities.
- Respect the differences between people.
- Develop independence and responsibility.
- Have worthwhile and fulfilling relationships.
- Keep themselves and others safe.
- Enjoy a healthy lifestyle.
- Play an active role as citizens of a democratic society.
- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Provide children with a good understanding of the school's ethos and values.

The Schools will work towards these in partnership with parents.

The RSHE/PSHCE curriculum is taught throughout the schools both in separate lessons as well as through topic themes where children can apply their learning in relevant ways. We hold whole school theme weeks such as Anti-Bullying Week and Internet Safety Week, where learning in class is supported through assemblies and visitors. Through school and class council meetings, children are able to share their ideas, worries and suggestions about aspects of school life. Schools will have a designated member of staff and times where children can 'drop in'.

Resources

Resources for teaching can be found in teachers computer files, staff room or the curriculum map – development of resources is ongoing, and staff can add to any of these at any time.

Resources required for children include accessible sanitary towels in years 5 and 6. Sanitary bins in women's, girls, disabled toilets – school dependent.

2. Statutory requirements

As a primary academy school we must provide relationships education to all children as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Within our Trust we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were informed via letter (email) with online feedback.
4. Child consultation – we investigated what children want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary and will differ from school to school within the trust.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of the children. If they ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so children are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of RSHE

RSHE is taught within the PSHCE curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Children in some year groups, also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In addition to the science curriculum, sex education will be taught in year 6. Prior to these lessons, a letter will be sent out to parents and carers explaining what will be taught, this will give parents and carers the opportunity to withdraw their children from these sessions if they feel it is not appropriate for their individual children.

As well as lesson time, school will have a designated 'Rainbow friend' (a member of the RSHE working team). This will be someone who children can go and talk to during 'drop in' times – usually break time. Giving children the chance to talk or ask questions on a more one to one or small group basis rather than whole class.

Most sessions will be taught as a whole class. Sex education, however, will be taught with boys and girls separated.

Key areas of PSHCE and SRE

- Children feeling comfortable and confident to talk and be heard.
- Online safety.
- Understanding healthy and happy relationships.
- Who children can trust and who to report to.
- Positivity! **HEALTHY MIND, HEALTHY BODY!**

It is requested that teachers provide 'positive thinking' and 'positive mental health' displays in their classrooms. Throughout the year, parents will be invited into schools to attend parent workshops, delivered by the children.

Delivery during the coronavirus (COVID-19) outbreak

When delivering the curriculum, consideration of the impact of the coronavirus (COVID-19) outbreak will be taken. Ensuring health and safety and safeguarding policies are adhered to.

Pupils may raise questions specific to the coronavirus (COVID-19) outbreak. Teachers should answer questions honestly, giving an appropriate amount of detail – depending on the child. If a teacher is unsure on how to answer the question, that teacher will explain to the child they are unsure of the exact answer and will find out – the teacher will then seek advice from the head teacher or RSHE leader.

Some areas of the policy will not be in place during the coronavirus (COVID-19) outbreak, such as meeting ‘rainbow friends’ face to face, parent workshops and visitors coming into school.

7. Roles and responsibilities

The board of trustees will approve the policy.

The governing board will be responsible for ensuring that the policy is implemented.

The headteacher and RSHE leader are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSHE (see section 8).

The RSHE leader and working party will support staff, children and parents throughout the teaching and understanding of the RSHE policy.

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual children.
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher and RSHE leader.

Children are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to children who are withdrawn from sex education.

9. Training

Staff are provided with help and support on the delivery of RSHE and continuous support will be offered as aspects of teaching of RSHE develop.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Ruth Cooper (RSHE Leader) through:

- Learning walks.
- Children voice.
- Staff meeting discussions.

Staff can use the key areas, the curriculum map and 'what children should know' to check all areas are being covered and children are receiving a breadth of knowledge and understanding.

Children' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Ruth Cooper (RSHE leader). At every review, the policy will be approved by the RSHE working party, governors and the heads of schools.

Appendix 1: Relationships, Sex and Health Education vocabulary

YEAR GROUP	VOCABULARY TO TEACH	VOCABULARY THAT MIGHT ARISE – ONLY TO DISCUSS IF CHILDREN ASK ABOUT IT
Reception	love, relationships, family, marriage, male, female, feelings	babies
Year 1	love, relationships, family, marriage, support, roles, community, male, female, feelings, emotions, change, care	Any from previous years + Pregnancy, birth
Year 2	vagina, penis, testicles, breasts	Any from previous years + breastfeed, nipples
Year 3	vagina, penis, testicles, birth, life cycle, nipples, breasts, breastfeed, baby, private, consent	Any from previous years + gay, lesbian, womb
Year 4	transgender, gay, lesbian, homosexual, pubic hair, gender, hygiene, stereotype, voice ‘breaks’, period, bra, puberty, spots/acne, hormones,	Any from previous years + foreskin, scrotum, erection, discharge
Year 5	transgender, gay, lesbian, homosexual, homophobic, womb, uterus, wet dream, semen, sperm, egg, ovary, pubic hair, sanitary wear, sanitary towels/pads, tampons, bacteria, infection, sexuality, menstruation	Any from previous years + ejaculate/ejaculation, fallopian tube, masturbation, circumcised, reproduction
Year 6	transsexual, heterosexual, transphobic, bisexual, circumcised, caesarean, sex, sexual intercourse, making love, reproductive organs, pregnant, labour, contractions, female genital mutilation (FGM), embryo, immune system,	Any from previous years + clitoris, anus, cervix, fertilisation, implantation, foetus, umbilical cord, amniotic fluid, placenta, amniotic sac, vaginal fluids, HIV, Aids, sexual disease, virus, condom, contraceptive pill, abortion, miscarriage, IVF, stillbirth, contraceptive implant, contraception,

Appendix 2: Curriculum map

Relationships, Sex and Health Education curriculum map, including all PSHCE areas

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Reception		
Autumn	<ul style="list-style-type: none"> ○ Shows sensitivity of others needs and feelings. Takes account of what others say ○ Plays cooperatively, takes turns. ○ Can describe self in positive terms and talk about abilities. ○ Work as part of a class and follow rules. 	
Spring	<ul style="list-style-type: none"> ○ Takes steps to resolve conflicts– finds compromise. ○ They know that other children don't always enjoy the same things and are sensitive to this. ○ Say when they do and don't want help. 	
Summer	<ul style="list-style-type: none"> ○ Talk about how they and others show feelings. ○ Talk about similarities and differences between themselves and others, and among families, communities and traditions. 	
Year 1		

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn	<ul style="list-style-type: none"> ○ To understand what constitutes a healthy lifestyle and a healthy diet. ○ To manage personal hygiene and know why hand washing is important to prevent illness ○ To recognise ways we can keep ourselves safe – Bonfire Safety and Road Safety ○ To recognise what is fair and unfair, what is right and wrong. ○ To identify their special people (family, friends, carers) and what makes them special. ○ To help construct class rules and to understand how these rules help them 	Family tree
Spring	<ul style="list-style-type: none"> ○ To recognise what they like and dislike, what makes them happy and unhappy and how to make informed choices and the consequences of their choices. ○ To recognise some people who can help us. ○ To recognise how their behaviour affects other people and how they can communicate their feelings to others. ○ To recognise ways that we can help the environment. 	

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Summer	<ul style="list-style-type: none"> ○ To know about the stages in the human life cycle. ○ To understand that household products including medicines can be dangerous ○ To understand that people and other living things have needs and their responsibility to meet them. 	
Year 2		
Autumn	<ul style="list-style-type: none"> ○ To think about themselves, to learn from their experiences and to recognise their strengths and set simple goals. ○ To understand the differences between secrets and surprises and not keeping adults secrets. ○ To listen to other people and play and work cooperatively. ○ To recognise bullying and how to respond – Anti bullying week ○ To help construct class rules and to understand how these rules help them. 	

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Spring	<ul style="list-style-type: none"> ○ To describe their feelings and think of simple strategies for managing their feelings. ○ To recognise the responsibilities they have and how these may change as they get older. ○ To identify differences and similarities between people and recognise stereotypes and how to deal with these. ○ To recognise that money comes from different sources and can be used for different purposes– spending and saving. 	<p>https://www.youtube.com/watch?v=ZHS7vCdBeus</p>
Summer	<ul style="list-style-type: none"> ○ To recognise main parts of the body including external genitalia and the differences between girls and boys. ○ To be able to state ways of staying safe in own home and risks around the home. ○ To recognise ways of staying safe – Stranger Danger, when to say yes, no, I'll ask and I'll tell ○ To judge what type of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. 	
Year 3		

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn	<ul style="list-style-type: none"> ○ To help construct class rules and to understand how these rules help them ○ To recognise ways to prevent the spread of germs. ○ To explore different types of families and who to go to for help. ○ To understand why rules and laws are made and how they are enforced. ○ To realise the consequences of bullying and discrimination- Anti bullying week. ○ To recognise how to stay safe online. 	Family tree
Spring	<ul style="list-style-type: none"> ○ To recognise and celebrate their achievements, identify their strengths and set high aspirational goals. ○ To recognise a range of good and not good feelings and how to deal with them. ○ To recognise and challenge stereotypes- gender based ○ To name parts of the human body including external genitalia 	

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Summer	<ul style="list-style-type: none"> ○ To understand what is meant by the term habit and how habits can be hard to change. ○ To explore some of the differences between male and female and how this is part of the human lifecycle. ○ To understand the role money plays in our lives and how to manage their money ○ To appreciate the range of national, regional, ethnic and religious identities in the UK and to think about the lives of people living in other places. 	
Year 4		
Autumn	<ul style="list-style-type: none"> ○ To help construct class rules and to understand how these rules help them ○ To recognise how and why we keep our teeth healthy ○ To recognise responsibilities when going online. ○ To recognise different kinds of relationships including those between friends, acquaintances, relatives and families. ○ To realise the consequences of bullying and discrimination – Anti bullying week. ○ To develop skills of enterprise and the skills that make someone enterprising. 	Family tree

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Spring	<ul style="list-style-type: none"> ○ To recognise and celebrate their achievements, identify their strengths and set high aspirational goals. ○ To recognise peer pressure and ways of overcoming these pressures and who to ask for help. ○ To recognise ways we can keep our bodies clean and the importance of personal hygiene ○ To understand that everyone has rights and these are to protect everyone. (UN Declaration of the Rights of the Child) 	
Summer	<ul style="list-style-type: none"> ○ To recognise the differences between risk, safety and hazard-pedestrian skills ○ To consider touch and that a person has the right to say what they like and dislike. ○ To research discuss and debate topical issues, problems and events – link to Parliament ○ To develop strategies to resolve conflict and disputes through negotiation and compromise 	
Year 5		

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn	<ul style="list-style-type: none"> ○ To help construct class rules and to understand how these rules help them ○ The importance of protecting personal information online. ○ To understand that everyone has rights and these are to protect everyone. (UN Declaration of the Rights of the Child) ○ To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours with it with a particular focus on racist bullying and name calling. ○ To research discuss and debate topical issues, problems and events. 	Family tree
Spring	<ul style="list-style-type: none"> ○ To recognise and celebrate their achievements, identify their strengths and set high aspirational goals. ○ To understand the dangers relating to smoking ○ To identify some basic facts about puberty, reproduction and pregnancy ○ To understand what being part of a community means and the institutions that support communities. 	

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Summer	<ul style="list-style-type: none"> ○ To recognise the differences between risk, safety and hazard- Bikability ○ To discuss the need for secrets and when it is important to break a confidence or share a secret. ○ To recognise and challenge stereotypes ethnic and gender based 	
Year 6		
Autumn	<ul style="list-style-type: none"> ○ To help construct class rules and to understand how these rules help them ○ To understand that bacteria and viruses can cause illness and how to prevent these spreading ○ To recognise the importance of personal hygiene ○ To recognise ways which a relationship can be unhealthy and who to go to if they need support. ○ To explore and critique how the media present information. 	
Spring	<ul style="list-style-type: none"> ○ To recognise how to keep our bodies healthy through exercise and a balanced diet ○ To understand the dangers relating to alcohol. ○ To recognise how puberty affects the body and emotions. ○ To research discuss and debate topical issues, problems and events 	

YEAR GROUP/TERM	TOPIC/THEME DETAILS	RESOURCES
Summer	<ul style="list-style-type: none"> ○ To recognise and celebrate their achievements, identify their strengths and set high aspirational goals. ○ To understand change and transitions including loss, bereavement and new school. ○ To explore ways of dealing with peer pressure ○ To develop skills of enterprise and the skills that makes someone enterprising. 	

Appendix 3: By the end of primary school children should know Relationships education expectations

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	CHILDREN SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	CHILDREN SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Health education expectations

TOPIC	CHILDREN SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• How to judge whether what they're feeling and how they're behaving is appropriate and proportionate• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)• It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC	CHILDREN SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

TOPIC	CHILDREN SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations

TOPIC	CHILDREN SHOULD KNOW
	<p>There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:</p> <ul style="list-style-type: none"> • Make sure boys and girls are prepared for the changes that adolescence brings • Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Appendix 4: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Exploring Relationships

September – Unit 1: Families and Friendships

Hello and welcome to the first PSHE/RSE parent fact sheet of the new academic year.

The first unit we will be covering this term is titled Families and Friendships. Throughout, this unit we will explore what it means to be part of a family and how families can be made up of many different people and types of relationship, all of which play an active and important role in our lives. Further up the school we will explore the relationships we have with others and how these can become more than friendship over time. Our curriculum is based around question stems to promote active discussion and to give children the opportunity to discuss concepts that are important to them in more detail. Our question stems for this unit are outlined below:

Reception: Who lives in your house? What special things do you do with your family?

Year 1: What is a family? Why do we need families? Can you have different types of families? What should you do if something makes you feel unhappy or unsafe in your family?

Year 2: Who are your friends? How can you be a good friend? What can you do if you fall out with a friend? Does everyone have friends?

Year 3: Are all families the same? What is great about a family? How do families support each other? What happens if someone in a family is hurt or upset?

Year 4: What makes a lasting friendship? Can you make 'real' friends online? How can you tell if someone is 'real' online? What should you do if you suspect someone online is not who they say they are?

Year 5: What makes a healthy friendship? What impact do our peers have on us? How can you resolve disputes with peers? Can friendships change over time?

Year 6: What does it mean to be attracted to someone? Can anyone love anybody? How do couples show commitment to one another? Can you be forced into marriage?

Resources for parents: Follow the links



Questions your child may ask:

1. Why do some people have two mummies/ daddies?
2. Why doesn't Mummy/ Daddy live with us?
3. What does it mean to be gay?
4. My friend has fell out with me what can I do to make it better?

Exploring Relationships

October – Unit 1b– Physical Health and Mental Wellbeing

Within this unit we will be focussing our discussions around keeping healthy, both physically and mentally.

Physical wellbeing: A state of physical well-being is not just the absence of disease. It includes **lifestyle behavior choices to ensure health, avoid preventable diseases and conditions, and to live in a balanced state of body, mind, and spirit**

Mental wellbeing is how we respond to life's ups and downs. It includes how a person thinks, handles emotion (emotional **wellness**), and acts.

Reception: What is a germ? Why is it important to wash your hands? Which food is good for you? What else keeps us healthy?

Year 1: What is your favourite food? Is all food healthy? Does an apple a day really keep the doctor away? Why should you slip, slap, slop?

Year 2: Why is sleep important? What is good/bad for your teeth? How can medicines help you?

Year 3: What do we mean by healthy/unhealthy choices? Why do people make unhealthy choices? How can this be avoided? Can a bad habit be broken?

Year 4: What constitutes a balanced lifestyle? What are the early signs of physical illness (including mental health) Do you always need to see a doctor? What impact does a poor diet have on your teeth?

Year 5: What are the health benefits of sleep? How can you stay safe in the sun? What impact do bacteria and viruses have on our health? How can you stop the spread of infections?

Year 6: What can affect your mental well-being negatively and how can you manage these feelings? When things get too much who can you call on for help? When a big change or loss happens it can cause conflicting feelings, what are some of these feelings and how can they be managed? How can switching off your online presence help your wellbeing?

Resources for parents:

Follow the links



Questions your child may ask:

- | | |
|---|-----------------------------------|
| 1. Can you help me manage my mental health? | 3. Why do I feel angry sometimes? |
| 2. Can we explore different food choices? | 4. Why can't I sleep at night? |

Exploring Relationships

December – Unit 2b: Media Literacy and Digital Resilience

Within this unit we will be focussing our discussions on online safety. We will be considering the following:

- The range of uses technology has
- The uses of technology in everyday life.
- How data (including personal data) is shared online
- How data (including personal data) is used online.
- How information online is targeted at particular groups of society.
- Understand how to safely share information online.

Reception: What technology can you name? What can you use technology for? What is the internet for? What things should you keep safe in real life and online?

Year 1: Why do we use the internet? What is good about the internet? How can you use the internet safely?

Year 2: How can we access the internet? What type of content is there online? Is everything you read online true?

Year 3: REVISIT: What is the internet used for? How is it a positive tool? How can you tell if something online is real/ accurate? Is that game really age appropriate? Is that really what you searched for? What should you do now?

Year 4: What is a digital footprint? How can you keep your digital footprint safe? What is an online advert? What would convince you to buy off the internet?

Year 5: How many different types of media and purposes are there online? How can you tell if something online is based on fact, opinion or is biased? How can you identify suspicious content online? How do your devices store and share your information? Can you stop this?

Year 6: Is every image online real? Why is social media so popular? Why are there age restrictions on social media? What are the laws regarding sharing information online?

Resources for parents:

Follow the link



Questions your child may ask:

1. Why are there age restrictions on websites?
2. Why is this website asking for my name?
3. How so I report suspicious content online?

Exploring Relationships

November – Unit 2a: Respectful Relationships

Within this unit we will be focussing our discussions on our relationships with others. Focussing on understanding how to show respect. We will be considering the following:

- The importance of manners.
- Ways to help others.
- What affect our behaviour has on others.
- Understanding the term self-respect.
- Respecting similarities and differences.
- Respecting other points of view sensitively.
- Challenging prejudice and discrimination in a sensitive and mature way.

Reception: What does being kind mean? Why are manners important? What should you do if you are sad or need help?

Year 1: How do you like to be treated? Do you always treat people the way you like to be treated? Why do we say, ‘manners cost nothing?’

Year 2: Are we all the same? Why did God give us ears? Can we all work as one? Can we agree on group working rules?

Year 3: What do we mean by RESPECT? How can you show respect? Why is it important to have self-respect?

Year 4: What does diversity mean? How can we respect diversity?

Year 5: Why do we say, “Treat others the way you wish to be treated”? Is it okay to discriminate someone? What impact would that have on an individual/ group?

Year 6: What are your personal values? Does everyone have the same values as you? Do they need to?

Resources for parents:

Follow the link



Questions your child may ask:

- | | |
|--|--|
| 1. Why does that person have different skin to me? | 3. Why is _____ supported by an adult at school? |
| 2. Why can't that person walk? | 4. Why are some children/people unkind? |

Exploring Relationships

January – Unit 3a: Safe Relationships

Within this unit we will be focussing our discussions on privacy and consent. We will be considering the following:

- Understanding what we mean by stranger danger
- Understand what we mean by privacy
- Learning how to resist peer pressure
- How to manage confidentiality
- Begin to understand the meaning of consent.

Reception: Who are strangers? What should you do if a stranger talks to you? Who are safe strangers?

Year 1: How should you behave around strangers? What does privacy mean? What physical contact is acceptable? How can you report something if you are concerned?

Year 2: How can we access the internet? What type of content is there online? Is everything you read online true?

Year 3: What is bullying? Is all bullying the same? Including online. When should you say no?

Year 4: Sharing is caring... or is it really? Do the same rules apply online as they do face to face? How can you keep safe online? Cyberbullying–what is it and how does it differ to face to face bullying

Year 5: What is considered good and bad touch? Where is it ok to touch? How should you respond to unwanted touch?

Who can you talk to if you are concerned about unwanted physical contact?

Year 6: What pressures can you face within a friendship? How can you respond to peer pressure? What does consent mean and how should you give/not give permission in different situations? (Including online)

Resources for parents:

Follow the link



Questions your child may ask:

1. What should I do if a stranger approaches me?
2. What should I do if someone is unkind to me on the internet?
3. How do I say no to someone without upsetting them or them being more unkind to me?

Exploring Relationships

February – Unit 3b: Keeping Safe

Within this unit we will be focussing our discussions on safety at home and in the local environment. We will be considering the following:

- Talking about people who help us in the local environment
- Learning about internet safety and the importance of age restrictions.
- How to manage risks at home and who to call in an emergency.
- How to stay safe in the local environment and unfamiliar places.
- To understand how to store medicines safely
- To learn basic First Aid.

Reception: Who helps us at school? Who helps us in our community? Who helps us when we are lost or in danger?

Year 1: Why can the internet cause harm? How can you keep yourself and others safe online? What should you do if something makes you feel unhappy online?

Year 2: What hazards are there at home? Who should you call in an emergency? What do you know about road safety?

Year 3: What do we mean by the term risk? What would you do if there was a fire in your home? How should you cross a road safely?

Year 4: What is a drug? Why do people drink and do drugs; why does it become a habit? What are the effects of drink and drugs?

Year 5: What is the difference between positive risk and dangerous behaviour? How can you deal with common injuries? How should you respond in an emergency?

Year 6: What should you do if you come across something online that you did not give consent to? What are the risks associated with drugs? What are the laws relating to drugs? Where can you go for advice about drugs?

Resources for parents:

Follow the links



Questions your child may ask:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Where do we keep our medicine? 2. Why can't I go on Facebook? | <ol style="list-style-type: none"> 3. What is a hazard? 4. What should I tell the police/ fire/ ambulance if I need help? |
|---|---|

Exploring Relationships

March – Unit 4a: Belonging to a community.

Within this unit we will be focussing our discussions around our school and wider community. We will be considering the following:

- What our individual role is at our school.
- Why we have rules.
- How to look after and protect the environment.
- The different groups we belong to and our responsibilities within them.
- The value of laws, rights, freedoms and responsibilities.

Reception: Revisit: Who helps us at school? What is special about our school? What is your role at our school?

Year 1: Why are rules? Should everyone have to follow the rules? How can you look after the world around us?

Year 2: What role do you play at our school? What rights do you have? What is a community? Why is a community important?

Year 3: What is a law and why do we have them? What are human rights? Do they differ from children's rights? If you have a right, what is your responsibility?

Year 4: What makes a community? What communities do you belong to? What role do individuals play in different communities? What role do you play and could you play in the community?

Year 5: We have one world, how can we protect it?

Year 6: What does prejudice mean? What is the difference between prejudice and discrimination? How can you recognise, challenge and influence discrimination and prejudice?

Resources for parents:

Follow the link



Questions your child may ask:

1. What are children's rights?
2. Why do we have rules at home?
3. How can we help in our community?

Exploring Relationships

March – Unit 4b: Money and Work

Within this unit we will be focussing our discussions around our money and work. We will be considering the following:

- What is money?
- What jobs are there in our community?
- What are needs vs wants in regards to money?
- How can you look after money?
- What types of jobs are there?
- Are certain jobs only for men?
- What are your job aspirations?
- What career options do you have?

Reception: What is money? How do you earn money? What do people spend money on? What jobs do people do?

Year 1: What are your strengths and weaknesses? Who works in our community? Why do people choose the jobs they do? Why do people go to work?

Year 2: How do people earn money? How can money be spent or saved? Do you need or want a new toy? What choices do you have when spending money?

Year 3: How many careers/jobs can you name? Can women be builders? Can men be Nurses? What skills do you need to do a job? Do you have a dream job? What skills might you need for this job? What goals do you need to set to achieve your dream??

Year 4: In what ways can you spend money? How can you keep track of money? Why should you do this? What decisions do people make before spending money? What impact does spending money have on others?

Year 5: Think back to Year 3 and what your dream job was then, has this changed? Are you any closer to achieving this dream? What might influence someone's job choice? Why is it important to have diversity in the workplace? Do you have to go to University to reach your goal?

Year 6: What role does money play in someone's life? Is everything value for money? How would it feel to have no money? What does having no money look like? How can money be lost? Where can you seek help for financial issues?

Resources for parents:

Follow the link



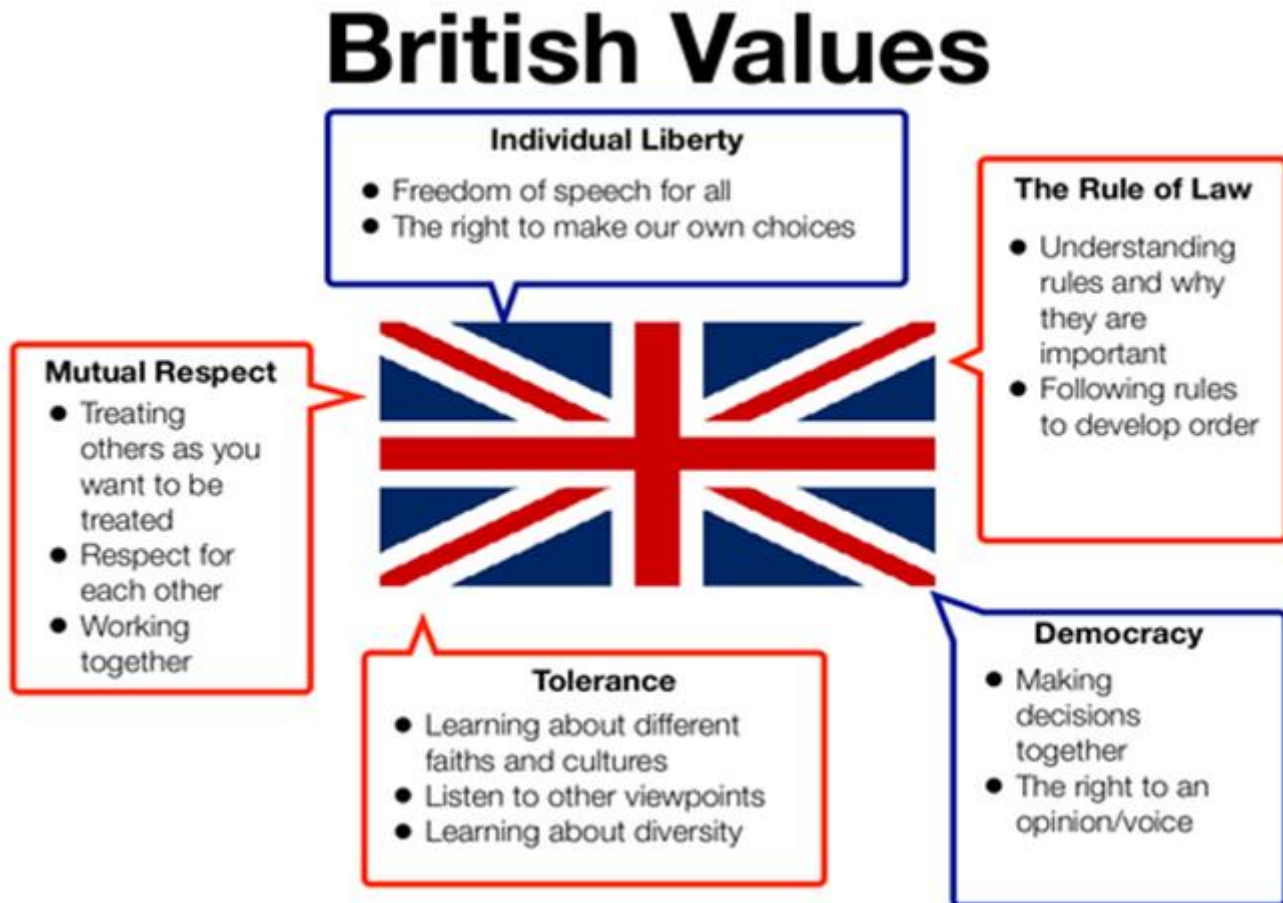
Questions your child may ask:

1. What is your job?
2. Can I open a bank account?
3. How can I become a _____ when I am older?
4. What would happen if we didn't have any money?

Exploring Relationships

May – Unit 5a: Brilliant Britain

Within this unit we will be focussing our discussions around our British Values. In all year groups we will be considering the following:



Resources for parents:

Follow the link



Questions your child may ask:

1. What are British Values?
2. Why do we have British Values?
3. How can I model British Values?

Exploring Relationships

June – Unit 5b: Growing and Changing

Within this unit we will be focussing our discussions around growing and changing. We will be considering the following:

- To name parts of the body
- Recognise what makes us unique and special
- Noticing changes that happen as we grow.
- What are our personal strengths and weaknesses?
- Physical and emotional changes during puberty.
- How to maintain good personal hygiene as we grow.

Reception: Can you name your body parts? What is the same and what is different about us?

Year 1: What makes you, you? What can you do if you find something tricky?

Year 2: How do our physical and emotional needs change as we grow? What changes happen when moving to a new class? i.e: your role in school, your responsibilities. Etc...

Year 3: What makes you, you? What do you find difficult? How can you overcome setbacks?

Year 4: What changes will happen to you during puberty? Who can I talk to/ where can I seek advice about puberty?

Year 5: What gender are you? Is this your only identity? How can you be proud to shout out “This is me!”?

Year 6: What does being independent really mean? How might things change as you move to Secondary School? How can you manage these changes?

Resources for parents:

Follow the link



Questions your child may ask:

1. Why do I look different to _____?
2. Why is my body changing?
3. I am worried about moving to a new class, how can I manage these feelings?

Exploring Relationships

June – Unit 6a: Financial Capability

Within this unit we will be focussing our discussions around our Financial Capability. This unit will take place over an entire week and will be entitled: **Mu Money Week**. In all year groups children will be taking part in the 'grow £5 challenge' where they will work as a class to grow a 'fiver' by becoming little entrepreneurs. Each class will choose a chosen charity and however much money they make will go to this charity at the end of the week. Children may decide to:

- Hold a cake sale
- Design and make jewellery to sell
- Create cards to sell
- Set up a nail salon and charge for treatments!
- Write a song and sell the CD...

Any many other exciting entrepreneurial ideas!

Resources for parents:

Follow the link



Questions your child may ask:

1. Can we make a fiver grow at home?
2. How can we help a charity?

Exploring Relationships

July – Unit 6b: Self Awareness & Sex Education

Within this unit we will be focussing our discussions around self-awareness and transition. We will be completing an in class transition project linked to our move to a new year group.

In year 6 we will be considering our move to high school as well as covering the statutory requirements for Sex Education. Further details regarding this will follow for Year 6 parents.

In all year groups we will consider:

- What has happened this year?
- What have you had success in this year?
- What have you found difficult this year?
- What are my targets for next year?

In Year 6 we will consider:

- What is sexual intercourse? How does it form part of a loving intimate relationship between consenting adults?
- How does pregnancy occur?
- How can pregnancy be prevented?

Resources for parents:

Follow the link



Questions your child may ask:

1. Why do I feel worried about next year?
2. Who is my teacher going to be?
3. Will I still be with my friends?
4. How is high school different to primary school?